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# THE VIRGINIA TEACHER

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December, 1925



## TRADE AND COMMERCE IN VIRGINIA

*An Educational Unit In The Social Studies*

ELIZABETH P. COX AND PAMELIA ISH

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## ESSENTIAL STEPS IN A COURSE IN HOME MAKING

MYRTLE L. WILSON

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## LIFE-WRITING AND LITERARY COMPLACENCY

JAMES C. JOHNSTON

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ENGLISH NOTES

BOOK REVIEWS

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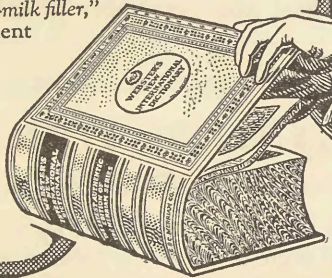
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# THE VIRGINIA TEACHER

VOLUME VI

DECEMBER, 1925

NUMBER 10

## LIFE-WRITING AND LITERARY COMPLACENCY

IT IS not merely a thin voice here and there that credits biographers with being hilarious liars. "Certain fashionable biographies of the present day," declares Edmund Gosse, "deserve no other comment than the word 'Lie' printed in bold letters across the title page." Such an unfavorable tradition indeed has gathered about biography-writing in some quarters that a note of sincerity is usually the cause of special comment; and life-stories of high ethical standards are regarded as quite exceptional. The illuminating remark of Benvenuto Cellini, in extricating himself from one of his difficulties, "bethinking me first of my safety and next of my honor," is perhaps as applicable to the biographer whose conception of life-writing is "the story with an appeal" as it is to the character of the Italian memoir-writer. That a biography should be successful appears to be of far greater moment than that it should be truthful.

The intimate-portrait mania, the outstanding biographical vogue at present, is the manifestation of that eager craving for a new sensation so evident in other aspects of literature. The announcement of a forthcoming volume, "The Mirrors of Anything or Anybody," offering a feast of inner-circle news, any sort of revelation of State or stage secrets of a picturesque character, never fails to bring its thrill even to the blase fictionist. If the details are but stark enough it will be pronounced "a life-like picture." But what dull stuff the journals of Amiel and Eugenie de Guerin are to those who have found in these "mirrors" a reflection of life! The memoir-rage of the Na-

poleonic era appears tame in comparison with our mania for intimate revelations.

Although ours is a period of unbounded enthusiasm for biographical writings of all sorts, too frequently indeed current biographies lack both ethics and art. But perhaps nowhere is there a more regrettable haziness concerning biographical standards than in current literary criticism. Notwithstanding a general lack of agreement as to aims, content, and method, and the easy possibility of finding extremes of views as to the merits of individual specimens of biographical writing, there is, however, a note of finality in critical estimates that gives scant recognition to the apologist's assurance, that "there is no philosophy of undressing in public as yet." The unqualified positiveness, for instance, of the *London Times* in declaring Vallery-Radot's *Life of Pasteur* "the greatest biography of our age" confuses an individual's enthusiasm with supposedly recognized criteria. Such apparently authoritative declarations, capable of duplication with only a change of title in almost every issue of a literary journal, assumes either a perfected system of biographical ethics and technique or the validity of a purely impressionistic view. It would be difficult, however, to find any reputable critic willing to put himself in the position of defending either of these assumptions.

Maurois attempts a portrait of Shelley, and immediately *Ariel* is declared the definitive biography of the poet. Were it not that such confident assurances have been made of every effort to depict the colorable life of Shelley, one not familiar with the psychology of such natures, the background against which it was cast, and particularly the unique quality of his work, might be



induced by such blatant claims as have been put forth to accept the Maurois interpretation as other than a Gallic perversion, with its special ironic stressing of the moral short-comings of the poet. Other literary meteors, from Marlowe to Poe, have had similar pictures painted of them, but usually with a franker admission of fictional purposes. It certainly does not have the life-writing sincerity of Barrie's delineation of his old mother in *Margaret Ogilvy*. The point is not one of interest; but, rather, is this Shelley? It is a weak excuse for failure, to take refuge in the notion that Shelley's life, like that of the much bewritten Blake, is in reality *abiographic*; it is doubtless no more so than that of Goldsmith, of whom we have some half dozen adequate biographies. The lover of Shelley's ethereal verse, I am sure, does not feel that the definitive biography of the author of *The Sensitive Plant* has yet appeared; though, despite certain literary traditions, it will, when the relationship of the biographer to his subject is properly understood.

Such book catalogs as Grant Overton's *Cargoes for Crusoes*, like the prevailing circus-poster type of reviews in so many of the literary journals, would lead one to believe that pretty much the whole current deluge of biographical works conforms to acceptable standards of life-writing. Indiscriminate praise, however, even when more or less obviously serving an end, sooner or later defeats its purpose. All biography is doubtless to some readers more or less interesting; hence, criticism must be an intelligently directed effort to make a proper appraisal of the biographical product in matters of ethics and art rather than the intrinsic appeal of its material. The inherent interest of Pasteur's career, for instance, would likely make any sort of story of his life readable; yet the most pleasing material, if improperly handled, would not constitute a biography which reaches the standards of an adequate life-story. Even "that awful Mrs. Peck," as she has been maliciously

called, can give an interesting account of Woodrow Wilson, but the most commercialized reviewer could hardly bring himself to the point of calling it real biography.

A recent review of Steuart's *Robert Louis Stevenson* appeared under the title of "The Real Stevenson at Last." This biography constitutes in effect, both in the opinion of the reviewer and in the aim of the author, a sort of reply to Balfour's *Life of Stevenson*. It resents the amiability of Mr. Balfour, who has been charged with having suppressed "a very unedifying but most attractive Stevenson in favor of the heroic gentleman who wrote Vailima prayers and abounded in lay sermons." As the contribution of Mr. Steuart is the exemplification of a casual remark of Stevenson, that "it can never be safe to suppress what is true," the reviewer takes his cue from the biographer and declares this to be the "real" Stevenson, with the descriptive term having its usual biographical association of "objectionable" or "immoral." As the incidents that support the thesis of the biographer have little to do with Stevenson's character, we are not surprised to find Sir Sidney Colvin, himself a biographer of Stevenson and a life-long friend, resentfully declaring that he can not accept it as an adequate biography of Stevenson, and that as a whole it is very offensive.

Exactly antithetical views are presented of the character of Anne Boleyn in Sergeant's and MacLaurin's stories of the mother of Queen Elizabeth; and the usual positive critical endorsement are given of each with the air of an unchallengeable right to individual opinion. It is obvious that there can be no ending to biographical travesties so long as biographers regard themselves in the light of creators rather than compilers, and their critics feel that they are interpreters wholly free to exercise their function without obligation to any rules of the game. There is some justification for the cynic's view—



"That glory has long made the sages smile;  
 'Tis something, nothing, words, illusions,  
 wind—  
 Depending more upon the historian's style  
 Than on the name a person leaves behind."

There is little apparent effort, however, on the part either of biographers or their readers to formulate any standards by which this department of literature may be judged. The utter complacency of the reading public towards what so eminent an authority as Lytton Strachey calls "the most delicate and humane of all the branches of the art of writing" can, in fact, be explained only on the grounds that too few readers have anything more than the ancient conception of a *curriculum vitae* for biography; and, so, when they find it padded a little, even by the rankest journalistic methods, they believe they have a real biography. But this blight of deliberate journalizing, connected with a tendency towards commercialization to a degree scarcely less than that of fiction, raises the question as to how long the present high enthusiasm for this type of reading can be maintained. Despite the indiscriminate blare of trumpets on the part of the critics, *la vie publique*, whether it be that of Melville's *Nell Gwyn* or the *Woodrow Wilson* of David Lawrence, can no more be treated in disregard of the truths of literary art than Pater's *Imaginary Portraits* or Mrs. Browning's *Sonnets from the Portuguese*, if biography is to hold its appeal with the discerning.

What authority have we, for instance, for taking one side or the other in any of the great array of questions raised by practically every important biographical contribution? Who has set the limits of compromising in life-writing? To what extent does the biographer have the privilege of omitting certain biographical material? Is the first obligation in biography to the living or to the dead? To what extent, if to any, is the intrusion of the biographer upon the attention of the reader legitimate? But, really, are any of these questions debatable?

The biographer's duty can and should

be formulated in such a way that both the subject's rights and those of the properly interested reader are not subject to confusion. Effective handling of biographical material requires, in the nature of the task, some of the rarest of literary qualities: the biographer, indeed, must not only evince the vision and generalizing power of a superb historian, but he must be especially equipped with a high degree of analytical skill; and, above all, in his function as a critic, he must appreciate to the fullest Mathew Arnold's objective, 'the preservation of the best that has been thought and done' in the life of the individual, if he wishes to leave the all-important impression of justice, impartiality, and truth upon the mind of the reader.

Though, of course, such elements of technique as purpose, scope, arrangement, and style will lay a heavy hand on the biographer and constantly remind him, that, while the supply of subjects is inexhaustible, the number of heaven-born biographers is limited, yet the main business of biography, as Sidney Lee holds, is to transmit *personality*. Here, doubtless, we are dealing with ideas not easily capable of exact definition. Character-values deal with those things that exhibit the individual's purpose and action, and, very naturally, have a large place in any adequate presentation of a life; but the charm of real life-writing, as distinguished from the mere event-story, consists in the subtle something which has more to do with the individual's manner of living and tastes for life, commonly called "personality." Here lies the true province of biography; centered upon temperament, personality, individuality, and character—the four dynamic terms of real biography—the task becomes one not merely of writing the story of a life but rather of *life-writing*.

Life-writing may be accomplished in a rich variety of dress, and may be as subjective as Jerome Cardan's *The Book of My Own Life* or as purely objective as Huddle-



ston's *Poincaré: The Man of the Ruhr*; but we have a right to assume that whenever the intent is faithfully to depict a life, with personality and temperament as outstanding characteristics of the picture, we have biography—and only biography—however wretchedly the work may be done from the points of ethics and art. The failure of biographers to get this fundamental notion of their office accounts, in a large measure, for innumerable bad biographies and the ever-growing list of commonplace biographies which are at present pouring from the press. But, to me, the worst feature of the present literary anomaly is, that, while would-be biographers are almost as multitudinous as short-story writers, not one of them has apparently made the slightest effort to give us even a little share of the "inner view." The public has a right, not only to an honest, richly complete presentation of the character and achievements of the subject of a biography, setting forth the personality and temperament as true to life as human skill can make it, but also should have available a scholarly statement of the principles of biography, with such a consideration of definition, classification and scope of materials, the historical development of this form of expression, and ethical standards, as is regarded as essential in all other departments of literature.

But this would involve a frank espousal of the claims of biography to distinct aims, exclusive material, and other departmental features, as well as independent problems and methods. This is indeed what eventually the consideration of biography must come to. The idea of separate treatment for biographical literature, of course, strikes across old departmental boundaries and threatens to disturb established institutions. The rut-travelers of literature, though they may feel that the disposal of biography under the head of history, even when labeled "personal," or its distribution among the recognized branches of pure literature, is insufficient and unsatisfactory, stagger at

the difficulties of getting any sort of consistent philosophy of the subject. Walking in the trodden paths, however devious the way, is easier than breaking a new trail. But the values of biographical studies are becoming too well recognized to permit of its present indeterminate position among letters to continue much longer.

Notwithstanding that the popular interest in biographical readings of all kinds is not reflected in critical "studies" nor in sympathetic courses offered by our colleges and universities, it is recognized both within and without academic circles that it is in these transcripts of life that we find not only the incentive to a correct approach to the great works of literature, as well as the triumphs of history, art, and science, but the only dependable cue to their full understanding. Indeed, only insofar as we can know an art-product from the creative point of view can we have any real basis for the belief that we have a wholly intelligent appreciation of it, or think that we can correctly estimate its importance. To neglect, therefore, to make use of the biographical element in the interpretation of a masterpiece of art is to lay a foundation for that obliqueness of opinion which constitutes the chief course of modern critical methods. To realize Burns, Carlyle assures us, we must know his relationship to the society about him and the relationship of that society to the poet. That is the essential thing in the estimate of any man or his work.

It is time the interest of the reading public should be capitalized, not by producing innumerable tawdry biographies, but by the formulation of definite standards by which all life-writing can be properly gauged as to permanent values. Only by such deliberate effort can biography be put on its legitimate plane of production and higher enjoyment. The adequacy of a biography, it should be manifest, must be judged by criteria other than those of fiction and history, for the essential technical details and most other standards for life-writing are



different from these governing mere story-writing and the philosophy of events. The present enthusiasm for biographical reading of all kinds could easily be used with a little intelligence to give this department of literature the permanency it deserves; it all depends upon how persistently literary complacency blocks the way.

JAMES C. JOHNSTON

## TRADE AND COMMERCE IN VIRGINIA

### PART ONE

#### I. *What the Children Did*

- A. They solved the following problems.
  1. How early trade in Virginia affected the location of cities:
    - a. Trade with the Indians<sup>1</sup>
    - b. Trade among the colonies<sup>2</sup>
  2. How the following factors influenced the growth of cities:<sup>3</sup>
    - a. Location on navigable rivers, fall lines, oceans, railroads, and highways
    - b. Accessibility to raw materials, markets, and labor
- B. On hectograph maps of Virginia they located:
  1. Cities studied as types:<sup>4</sup>  
Harrisonburg, Roanoke, Lynchburg, Danville, Richmond, Norfolk, Newport News, and Hampton
  2. Surface features influencing location and growth of Virginia cities:<sup>4</sup>
    - a. Brocks Gap, Swift Run Gap, Shenandoah Valley, Valley of Virginia, James river, Rappahannock river, York river
  3. The main railroads of Virginia:<sup>5</sup>
    - a. The Southern, the Norfolk and

Western, the Chesapeake Western, the Virginian, the Seaboard Air Line, and the Baltimore and Ohio

Children wrote for folders from each railroad.

4. National Highways crossing Virginia:<sup>6</sup>

a. Lee, Jefferson, and Dixie

- C. They collected pictures to illustrate:

1. The surface features studied
2. The resources studied
3. The scenes on highways studied
4. The scenes on rivers studied
5. The scenes of industries studied
6. The means of transportation of today and earlier times

- D. They visited a warehouse and a bank

#### II. *Abilities Selected for Emphasis*

- A. In English I stressed correct form in writing a business letter.
- B. In reports I stressed correct usage in sticking to the point.
- C. In map-making I stressed complete legends, and accurate location of cities, rivers, railroads, and highways.

#### III. *Information Gained*

- A. They learned why we trade and the relationship of trade and commerce.
  1. Trade occurs when we want something others have and they want what we have.
  2. Trade is the giving of one thing for another. Commerce is trade on a large scale.
- B. They learned how highways influence our trade and commerce.
  1. Transportation by trucks is cheaper and quicker than by railroads.
  2. Transportation by trucks causes less damage to goods.
  3. Transportation by trucks is more convenient for towns not situated near the railroads.

- C. They learned that the following factors influenced the location of cities:

<sup>1</sup>Otis, *Richard of Jamestown*, p. 29-30; 135-138. Smith, *Our Virginia*, p. 3.

<sup>2</sup>Rocheleau, *Transportation*, pp. 34-40.

<sup>3</sup>McMurry and Parkins, *Elementary Geography*, pp. 17-26; 119.

<sup>4</sup>Frye-Atwood, *New Geography*, p. 123.

<sup>5</sup>Smith, *Our Virginia*, p. 30.

<sup>6</sup>Rand McNally, *Pocket Map of Virginia*.



1. The main reason for the location of cities is a break in transportation.
  - a. Wherever commercial products are unloaded, reshipped, or stored, there is a break in transportation. At the place where the break occurs people are required to handle the goods and to provide for storage. The goods may change ownership at this place of transfer, thus requiring a bank to take care of the money. Also many people are needed to keep stores, build houses, and do many other kinds of work.
  - b. Breaks in transportation are of three kinds: (1) between two kinds of water transportation, for example, Norfolk; (2) between two kinds of land transportation, for example, Roanoke; (3) between land and water transportation, for example, Richmond.
  - c. The transportation routes may be railroads, rivers, oceans, highways, or even wagon roads leading from villages to the nearby farms.
  - d. Transportation routes are influenced by mountain gaps, fall lines, and valleys.
2. Navigable rivers with valleys high enough to prevent flooding during high water offer excellent locations for cities.
- D. They learned that the following factors influenced the growth of cities:<sup>7</sup>
  1. Cities located on the fall lines of rivers furnish trading centers for the areas above and below the fall line. Cities located on navigable rivers have the benefit of cheap transportation; those located on swift rivers have the advantage of water power.
2. The growth of a city is largely determined by its industries. The growth of its industries depends upon access to raw materials, access to market for its surplus products, and the ease with which labor can be secured. Cities are accessible to market and raw materials only when they are located on railroads, highways, navigable rivers or oceans.
- E. In map-reading they learned to use symbols for the following: cities, capitals, rivers, railroads, and highways.
- F. They learned how Virginia cities illustrate location and growth through the above principles.
  1. Reasons for the location and growth of the children's home town, Harrisonburg.
    - a. Main street in Harrisonburg was once a buffalo trail running north and south through the Valley of Virginia. The trail used by the Indians going from Swift Run Gap to Brocks Gap crossed this buffalo trail where Harrisonburg stands today. A spring near the intersection caused this spot to be used as a camping ground by the Indians and later by the early settlers. From this a trading post developed which later grew into a town.
    - b. Harrisonburg is located in the Shenandoah valley midway between the Blue Ridge and the Allegheny mountains. It is on the Lee highway which runs from Washington, D. C., to California.
    - c. At Harrisonburg there is a break between two classes of land transportation; first, rail-

<sup>7</sup>*Journal of Geography*, February, 1925, p. 56; McMurtry and Parkins, *Elementary Geography*, pp. 17-19; 24-26.



roads and highways, railroads and railroads, and railroads and wagon roads; second, wagon roads and highways. The Southern railway connects with the Chesapeake-Western at Harrisonburg; the Chesapeake-Western connects with the Norfolk and Western at Elkton.

- d. Harrisonburg gets its food from its rich farming district. There is a surplus of farm products which can be shipped to northern and southern markets. For example, flour made from wheat sold by the farmers to the Rockingham Milling company is sold to various cities in North Carolina. Apples and chickens retailed in Harrisonburg are wholesaled in northern markets.
- e. Rockingham county, of which Harrisonburg is the county seat, stands second among the counties of Virginia in the total value of its dairy products, which in 1919 were estimated at \$86,401. Most of the dairy products are handled by the Valley of Virginia Co-operative Milk Producers Association. The county likewise ranks high in poultry products. Here is located the largest commercial hatchery in the South; Massanutten Farms Hatchery, Incorporated, has an annual product valued at about \$75,000; another company, the Harrisonburg Hatchery, Incorporated, has an annual output of about \$30,000. Grain raised locally keeps three mills busy. The value of the annual product is more than \$415,000. Two important clothing manufacturers are the

Stehli Silk Mills and the Wise Brothers Shirt factories. The Central Chemical Company has an annual product of \$94,674 worth of fertilizer. The American Black Marble Corporation has an annual product of \$25,000. The apple industry is a growing one. The annual running expenses of The State Teachers College amounts to about \$268,581.<sup>8</sup>

- f. Harrisonburg uses steam and electric power for its industries. It gets its water supply from Rawley Springs, twelve miles away in the Allegheny mountains.
- g. With a rich hinterland its retail stores would easily do credit to a town twice its size. There are many contractors to build houses. Harrisonburg has three banks—The First National, The Rockingham National, and Peoples National, to take care of its money and finance its progress.

NOTE: Compare other Valley towns with Harrisonburg.

2. Reasons for the location and growth of Richmond.
  - a. Richmond is located on the fall line of the James river. Before railroads were built the easiest way to travel was along navigable rivers. This early resulted in a trading post on the fall line of the James at the present site of Richmond.
  - b. Richmond has a break in transportation between two classes of land transportation, and between land and water transportation.
  - c. Since it is on a navigable river

<sup>8</sup>Let's Go, p. 19. Harrisonburg Chamber of Commerce Bulletin.



and has six railroads, it is within easy reach of a market for its surplus products. Raw materials come into Richmond from all parts of the state and other states and countries by boats, trains, automobiles, and wagons.<sup>10</sup>

- d. Richmond has nearly 100 different kinds of factories, the most important of which make tobacco, iron, flour, and wood products. The James river furnishes power for many of these factories. These factories furnish employment for much of its large population, 171,667.<sup>9, 11</sup>
- e. Tidewater furnishes Richmond with the following foods: fish, oysters, peanuts, small fruits, and truck-garden products. Some marketed through Richmond are: lumber from Dismal Swamp and oyster shells for road building and other uses.<sup>10</sup>
- f. Since Richmond is the capital of the state many people are attracted there for its social and political life. The Medical College of Virginia, The University of Richmond, Westhampton College, and the Union Theological Seminary are large schools in the city. Union University, a school for Negroes, is also located there.

NOTE: Lynchburg and Danville should be studied in comparison with Richmond.

### 3. Reasons for the location and growth of Norfolk.

- a. Seaports develop where there is a good natural harbor near a rich hinterland from which transportation lines lead far into the interior of the country. Norfolk, located on the Elizabeth river, a few miles from Hampton Roads, has the deepest, largest, and safest harbor on the Atlantic coast. Hampton Roads empties into the Atlantic ocean by way of the Chesapeake bay. Norfolk is the largest seaport in Virginia. It is here that ships can get cotton and coal to carry to foreign countries.<sup>12-13</sup>
- b. Since it is connected with the North, the South, and the West by many railroads and is located on Hampton Roads, it is within easy reach of a market for its products both at home and abroad. Cotton, lumber, fish, shingles, staves, juniper logs, and railroad ties are sent to Norfolk through Albemarle and Chesapeake canal, and the Dismal Swamp canal. Norfolk can get most of its food from the rich truck farming region of Tidewater.<sup>13</sup>
- c. It requires many people in this city to load and unload the ships and trains which come into the city. Many people are needed to take care of the money in the banks. Many people are needed to keep stores to supply these people with food and clothing. Nor-

<sup>9</sup>McMurry and Parkins, *Elementary Geography*, pp. 19; 24-25; 119.

<sup>10</sup>Smith, *Our Virginia*, pp. 37-39.

<sup>11</sup>Chamber of Commerce Bulletin, Richmond, Virginia.

<sup>12</sup>Frye-Atwood, *New Geography*, Book 2, p. 9 of supplement.

<sup>13</sup>Smith, *Our Virginia*, p. 22.  
McMurry and Parkins, *Elementary Geography*, pp. 19; 119.  
Rocheleau, *Transportation*, pp. 34-40.  
*The Journal of Geography*, Sept., 1925, pp. 234-237.



folk has all of these.

NOTE: Newport News and Hampton can be studied in comparison with Norfolk.

#### PART TWO

#### *Introducing the Educational Unit*

Since the approach to a unit gives trouble to so many teachers the method we used is outlined below.

The main method used was a first hand investigation of Harrisonburg's trade conditions. The class was led to take the following steps in order to have them so sense the meaning of a break in transportation that they could set up problems concerning Harrisonburg, and then concerning other Virginia cities.

#### A. Make a list of:

1. Products from Rockingham county sold in Harrisonburg.
2. Products of Rockingham county and Harrisonburg sold outside of the Valley.

#### B. Find out:

1. How products are shipped in and out of Harrisonburg. Be able to sketch the highways and railroads on a map of the Valley.
2. What products are unloaded, stored, or reshipped in Harrisonburg.

By this time the class saw that Harrisonburg meets a real need as a distributing center for its district; this led to inquiries concerning the other Virginia cities.

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ELIZABETH P. COX  
 PAMELIA ISH

## ESSENTIAL STEPS IN A COURSE IN HOME MAKING

### I. AIM

To provide a course in home making that will fit the girl or woman taking it to conduct her own home in accordance with "good" American standards.

### II. ELEMENTS

1. Levels—high, medium, low
2. Equipment
3. Health
4. Housing
5. Economic
6. Social

### III. PROBLEMS TO BE SOLVED

1. What should be the field to be covered? In this field what should be the responsibilities, as—
  - a. Major responsibility — management.
  - b. Minor responsibility—provision of food, etc.
2. How shall these responsibilities be regulated on a time basis to give the desired skills, related technical studies, and social studies?

### IV. CONDITIONS

Laboratory, supplemented by home or other available agency.

### V. TIME

Three months.

### VI. THE "CASE METHOD"

#### 1. Case A

Young women of high level of intelligence who expect to be married. Have had no training in homemaking problems. Have boarded or lived at home while working and have some appreciation of right living, good cooking, well served meals, clean rooms, etc. No age level. Full time.



2. Case B  
Same as above but with some knowledge of cooking and serving and care of bed-rooms.
  3. Case C  
Same as Case A but of medium level of intelligence.
  4. Case D  
Same as Case B with medium level of intelligence.
  5. Case E  
No training with low level of intelligence.
- VII. JOBS OF THE YEAR
1. Food—Canning—preservation — storing of food. Selection and purchase.
  2. Meals—Daily and for special occasions.
  3. Entertaining guests. Duties of family to guests.
  4. Provisions for home. Renting—buying.
  5. Replacing furniture and furnishings.  
Refinishing, remodeling.
  6. Buying new furniture and furnishings.
  7. Selection and buying of labor saving devices.
  8. Annual care of the house.  
Cleaning—painting—floors, etc.  
Repairs to be made.
  9. Redecorating.
  10. Special Articles—Lamp shades, centerpieces, etc.
  11. Storing—Furs, blankets, etc.
  12. Supervision and planting garden, care, etc.
  13. Clothing of the family.  
Advising, selecting, purchasing.  
Remodeling, renovating, repairing.
  14. Education of the family.  
Selection of schools.  
Musical, physical, spiritual, cultural training.
  15. Care of health of the family.  
Physical care and examination.  
Dental care and examination.  
Care of the sick.

16. Recreation  
Vacations—parties, etc.
17. Gifts for special occasions  
Selection and purchase

VIII. UNITS FOR ALL—HIGH, MEDIUM,  
LOW LEVELS

1. Housing
2. Foods
3. Clothing
4. Laundry
5. House Care
6. Business of the Household
7. Social

IX. UNITS IN DETAIL

1. Housing  
Renting  
Buying  
Furniture  
Floors  
Walls  
Hangings  
Plumbing
2. Foods  
Meal plan—project basis
  - a. Breakfast for two weeks
  - b. Luncheon for two weeks
  - c. Supper for two weeks
  - d. Dinner at night for two weeks
  - e. Dinner at noon for two weeks
  - f. All meals for the day for two weeks
3. House cleaning in connection with the duties above
  - a. Kitchen, pantry, dining room
  - b. Bath room and halls
  - c. Bed rooms and closets
  - d. Living room
  - e. Porches
4. Clothing
  - a. Budgeting  
Inventory — overclothing, outer-clothing, underclothing, hats, shoes gloves, accessories
  - b. Selection and buying  
Seasons—number in family, tastes, needs



- c. Equipment  
Machine, table, iron, ironing board, tools
- d. Construction  
Underclothing, aprons, house dresses, house furnishings, curtains, etc.
- e. Care and upkeep  
Daily care, brushing, hanging, etc.  
Storage, replacement, renovation
- 5. Laundry
  - a. Personal
  - b. Family
  - c. Household
- 6. House Care  
Daily, weekly, yearly, disposal of waste
- 7. Business of the Household
  - a. Budget for food, clothing, etc.
  - b. Meter reading
  - c. Self improvement, books, etc.
  - d. Thrift
- 8. Social  
Recreation, special occasions, reading, games, music, etc.

#### IX. UNITS FOR MEDIUM LEVEL IN ADDITION TO UNITS FOR ALL

- 1. Housing
  - a. Planning for building or remodeling
  - b. Labor saving devices, as pressure cooker
  - c. Routing
- 2. Foods
  - a. Special problems that they may undertake
- 3. Clothing
  - a. Planning or selecting costumes, considering style, fine proportion of line, mass, texture
- 4. Laundry  
Fine laundry, as blouses, baby clothes, etc.

#### X. UNITS FOR HIGH LEVEL IN ADDITION TO UNITS ABOVE

- 1. Housing
  - a. House decoration, art standpoint
  - b. Special problem of their own
- 2. Foods
  - a. Special problems in food preservation

#### GUIDING OUTLINE

##### *Guiding Questions for Planning*

What materials are suitable for bed-room curtains that will launder?

What colors where there is sunlight? frequent laundering?

What design for room with two windows, both on one side, with no overdrapery.

Shall the curtains be made by hand or machine?

When by machine?

When by hand?

If no machine is available?

##### *Statements for Study and Understanding*

Swiss scrim, unbleached muslin, cheese-cloth, net, cretonnes, pongee, cotton, silk, and cotton mixtures.

White, cream, pink, blue, green, etc., cool colors.

White or cream ground with small designs of heavier threads, conventional or geometric.

Solid color with contrasting color in design. Appropriateness of color to design.

If simple straight curtains, machine work is quicker and firmer.

When decorative stitches are used. When time is no object.

Machine hemstitching may be done outside the home and the finishing done by hand.

References: Baldt—Clothing for Women. Fales—Dressmaking.



- b. Catering
- 3. Clothing
  - Problems of special interest
- 4. Laundry
  - Dry cleaning of gloves and suits
- 5. House Care
  - Problems of their own
- 6. Business of the household
  - Special problems of their own
- 7. Social
  - Birthday party, afternoon tea, refreshment and games for children.

## DETAILED CLOTHING PROJECT

## TOPIC—

Suitable curtains for bed-room, involving technique and art principles

## PROBLEM—

What material will be suitable for a bed-room having a southern exposure.

## QUESTIONS—

What material is suitable?  
 What material launders easily?  
 What colors could be used?  
 What colors fade by washing and sunlight?  
 What design is most appropriate? for small room? for low or high windows? with or without overdraperies?  
 How much may be spent for these curtains?

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MYRTLE L. WILSON

## MODERN FOREIGN LANGUAGE STUDY PROBLEMS UNDER INVESTIGATION

The Committee on Direction and Control of the Modern Foreign Language Study assumes provisionally as the four *immediate* objectives of instruction in the modern foreign languages a progressive development—

1. Of the power to read the foreign language.
2. Of the power to understand the language when spoken.
3. Of the power to speak the language.
4. Of the power to write the language.

The Committee posits further the following as *ultimate* objectives which may possibly be attained through the study of the modern foreign languages—

- 1.\*Ability to read the foreign language with ease and enjoyment.
2. Ability to communicate orally with natives of the country whose language has been studied.
3. Ability to communicate in writing with natives of the country whose language has been studied.
4. Increased ability to pronounce and understand foreign words and phrases occurring in English.
5. Increased ability in the accurate and intelligent use of English.
6. Increased power to learn other languages.
7. A more effective realization of the importance of habits of correct articulation and clear enunciation.
8. Increased knowledge of the history and institutions of the foreign country and a better understanding of its contribution to modern civilization.
9. Increased ability to understand ideals, standards, and traditions of foreign peoples and Americans of foreign birth.

\*In arranging the objectives, the question of relative importance has not been considered.



10. Development of literary and artistic appreciation.
11. Development of a more adequate realization of the relation of the individual to society.
12. A clearer understanding of the history and nature of language.
13. Increased ability to discern relationships and make comparisons between subjects allied in form and content.
14. Development of habits of sustained effort.
15. The ability to make prompt and effective use of foreign discoveries and inventions.
16. Development of social adaptability through increased personal contacts with natives of other countries.

This statement of immediate and ultimate objectives constitutes a challenge to teachers of modern languages and to students of secondary education and educational psychology. The determination of the extent to which they are realized and realizable requires comprehensive experimentation and testing. In order to render the objectives more tangible and to focus attention upon specific studies which may be undertaken experimentally or statistically by teachers of the modern languages or by students of education, the Committee has formulated a list of problems for investigation and research. It is hoped that modern language departments in colleges and universities and departments of education will give consideration to these problems in the assignment of master's and doctor's theses. It is also hoped that teachers of the modern languages and members of departments of education will coöperate with the *Study*\* in planning their own researches. The *Study* welcomes correspondence concerning any of the problems listed or others that may be undertaken.

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\*Address The Modern Foreign Language Study, West 117 Street, New York City.

#### SUGGESTED PROBLEMS FOR MODERN FOREIGN LANGUAGE STUDY

##### A. FACTORS AND CONDITIONS IN ACHIEVEMENT

1. The effect on achievement of the age at which modern foreign language is begun.
2. The effect on achievement of the method used.
3. Variations in achievement due to general intelligence.
4. Variations in achievement due to the size of the school and to differences in teaching conditions.
5. Variations in achievement in classes taught by natives and by teachers trained in America.
6. The influence of previous foreign language study on achievement.
7. Comparative study of achievement by pupils beginning a modern foreign language in secondary school and in college.
8. The size of classes and resulting variations in achievement in foreign languages.
9. Variations in achievement in language classes meeting three, four, five, or more times weekly.
10. Comparative study of achievement in classes in which extensive reading is practised and in classes that read less and do more formal linguistic work.
11. Comparative achievement in modern language classes in the United States, in Canada, and in European countries.
12. Comparative study of achievement in modern language classes in experimental schools and in ordinary schools.
13. Comparative study of achievement in city school systems having supervisors of modern foreign languages and in those without special supervision.
14. Interrelations of different language abilities and variations due thereto.
15. The effect of a general language



course on progress in a modern foreign language.

16. The effect of varying periods of disuse on the abilities in modern foreign languages.
17. Increments of progress in modern language study by successive semesters.
18. Eye movements in reading foreign languages at different stages of progress.
19. The effect on ability to read modern foreign languages of oral practice vs. practice in translation.
20. The effect of varying distributions of class time between oral work, translation, free composition, and grammatical drill.
21. Comparative study of achievement in classes: (a) where much attention is paid to the acquisition of a good pronunciation; (b) where little attention is given to pronunciation.
22. Comparative study of achievement where two modern foreign languages are begun: (a) at the same time; (b) at an interval of a year; (c) at other intervals.
23. A study of the present practices and the validity of present methods of evaluating high school units by colleges and universities.

#### B. PROBLEMS IN TESTING ACHIEVEMENT

24. Comparative study as to validity and reliability of the true-false type, the Thorndike-McCall type, and the picture-supplement type of silent reading or comprehension tests in each of the foreign languages.
25. Comparative study of functional grammar test technique (correction of errors, completion, multiple choice with and without English translations, and true-false).
26. Comparative study as to validity and reliability of vocabulary test techniques: translation, selective type

(English), selective type (foreign language), with and without context.

27. Standard tests of speed of reading each foreign language.
28. Correlations between functional grammar tests and formal grammar tests.
29. Interrelations between different abilities in modern foreign languages and their bearings on achievement tests.
30. The validity of measuring ability in pronunciation by the ability to detect errors in pronunciation.
31. Composition scales in each of the foreign languages for rating written work, and their reliability.
32. Composition scales for rating free compositions at the various levels in college entrance examinations.
33. Standardization of test material for measuring ability to understand the foreign language when spoken.
34. Standard tests of ability to speak each of the foreign languages.
35. Standard tests in the knowledge of the civilization of the foreign country: its history, its literature, and its institutions.

#### C. PROGNOSIS TEST PROBLEMS

36. The validity and reliability of available prognostic tests.
37. A study of cases of genuine linguistic disability or incapacity not accompanied by low general intelligence.
38. A comparison of prediction on a basis of a general intelligence test, of school marks in other subjects, and of special aptitude tests.
39. A critical survey and analysis of the literature on the psychological processes involved in learning a foreign language.
40. The correlations and partial correlations between abilities in foreign languages and other school subjects, and their bearings on prognosis.



## D. CURRICULUM PROBLEMS

## I. VOCABULARY

41. Minimum vocabularies at various stages for each modern language.
42. Vocabulary tests on a basis of frequency for each modern language.
43. Critical examination of the size and character of vocabularies in widely used grammars and textbooks at the various stages.
44. The learning process in acquiring a vocabulary.
45. Critical study of the various ways of building vocabulary.
46. Effect on recognition vocabulary in the native and in the foreign language of systematic attention to etymology.
47. Effect on vocabulary building of extensive vs. intensive reading.
48. Comparison of active and of passive vocabularies.
49. Comparative study of the size and character of vocabularies in first-year books and grammars in French, German, Italian, Latin, and Spanish.
50. Frequency of occurrence in English of foreign words and phrases (especially French).
51. Comparative study of vocabularies in typical first-year courses with those in second-year courses.
52. An analysis of the vocabularies of the first 1,000 or the first 2,000 words in French, German, Italian, Spanish, English, and Latin to discover similarities and relationships.

## II. GRAMMAR

53. Syntax frequency lists based on current grammars and on representative literary and popular prose.
54. Collection of data as to grammars most widely used and the grammatical topics stressed in the classroom.
55. Comparative effectiveness of learning grammar formally and functionally.

56. Increments in the knowledge of grammar at intervals of a semester or of a year.
57. Comparative study of the effectiveness of direct and of grammar-translation methods on the knowledge of functional and of formal grammar.
58. A study of the frequency of grammatical errors in student exercises.
59. The variability in grammar and in composition texts in the high school and in the college.

## III. READING

60. The nature and amount of modern foreign languages read at various stages in American and in European schools. Relative attention to (a) realia; (b) geography, history, and institutions of foreign countries; and (c) literary material.
61. Comparative study of texts and reading assignments in modern foreign languages where foreign language study is begun in the first year in high school, in the third year, and in college.
62. The selection and graduation of reading material for the various years of the foreign language course.
63. The variability of reading assignments and of texts in college courses in each of the modern foreign languages.
64. The variability of reading material used in high school courses in each of the modern foreign languages.
65. The methods used by institutions in defining "ability to read French and German" where such a requirement is in effect.
66. A comparative study of courses in modern foreign languages in 1890, 1900, 1910, and 1920; for example, in states or cities where records are available.
67. The reading of modern foreign languages after graduation from college by those not teaching the languages.



68. The knowledge of French, German, or Spanish history, literature, and institutions possessed by those who have studied the respective languages in comparison with those who have not.
69. Variability in the amount of reading in so-called extensive reading courses.

## IV. TRANSLATION

70. Value of practice in translation for developing reading power.
71. Interrelations between the ability to translate from the native into the foreign tongue and from the foreign into the native tongue.
72. Translation as a testing device vs. translation as a means of teaching the foreign language.

## V. PHONETICS

73. A study of present-day methods of phonetic drill.
74. Relative progress in learning to pronounce: (a) in classes conducted by the phonetic method (physiological explanations and the use of phonetic transcription); (b) in classes where pronunciation is learned by imitation.
75. A study of the actual amounts of practice in pronunciation that students get in typical classes in each foreign language.
76. Ability in pronunciation developed by native teachers as compared with teachers trained in America.
77. Experiment with the use of phonograph records in developing ability in pronunciation.
78. Variations in the time allotted to oral work.
79. The effectiveness of phonetic drill in correcting cases of particularly poor ability in pronunciation.
80. Methods of developing correct intonation in speaking and in reading the foreign languages.

81. Frequency of characteristic errors in pronunciation in each foreign language.

## E. LEARNING PROBLEMS

82. The learning curve in acquiring ability to read a foreign language with daily or weekly record of growth in vocabulary and in ability to read.
83. The learning curve in acquiring ability to understand the spoken foreign language with weekly records of progress.
84. The learning curve in acquiring ability to read and speak a foreign language where the subject is living abroad.
85. The learning curve in acquiring ability to write a foreign language (e. g., five-minute compositions at weekly intervals with records of amount written and of decrease in errors).
86. The most effective distribution of time in learning a foreign language.
87. The effect of various incentives on progress in learning (e. g., travel abroad, preparation for foreign service, specific college requirements, etc.).
88. The effect on progress in ability to read of having students at regular intervals record the amount read in a given time.
89. Plateaus in the learning curve for the acquisition of ability to read a foreign language.
90. A study of the strength of association from English to the foreign language and from the foreign language to English under different methods and conditions.
91. Study-habits of pupils in preparing reading lessons in modern languages.

## F. METHODS

92. A study of the methods employed by successful teachers in building voca-



- bularies (lists, drills, oral composition, etc.).
93. A study of methods used by exceptionally successful teachers in teaching pronunciation.
94. Methods employed to develop the ability to understand a spoken foreign language.
95. Free composition vs. translation into the foreign language as a means of developing the ability to write a foreign language.
96. A study of methods used where training for foreign correspondence is the specific aim.
97. A study of frequency of errors in vocabulary, reading, speaking, and writing, and writing the modern foreign languages.
98. A study of method as adapted to students at different ages (e. g., at the secondary school and at the college age).
99. A study of the relative gain in the various abilities (e. g., to read, to pronounce, to write, to understand, to speak) as a result of one or more types of method.
100. The teaching of syntax inductively vs. the teaching of rules systematically.
101. A study of prevailing modern language methods.
- G. TRANSFER VALUES
102. The effect of the study of the modern foreign languages on English.
103. The effect of the study of Latin on progress in the modern foreign languages.
104. The effect of the study of modern languages on the knowledge of English grammar.
105. The effect on English vocabulary of training in the modern foreign languages.
106. The effect on speed of reading in English of habits of translation formed in acquiring a foreign language.
107. The effect of modern foreign language study on literary appreciation in English.
108. A study of the quality of English in translations for college entrance examinations, with due allowance made for differences in general intelligence either on the basis of an intelligence test or of an average of scholarship marks in high school in all subjects taken.
109. The effect of the study of modern languages on interest in and the attitude toward foreign countries and peoples.
110. A study of examination papers, to determine what objectives the examiners seemed to have in mind when choosing and formulating questions.
- H. ORGANIZATION AND ADMINISTRATION
111. Modern language entrance requirements: (a) in liberal arts courses; (b) in other courses.
112. Modern language requirements for a bachelor's degree: (a) in liberal arts courses; (b) in other courses.
113. Mortality in foreign language classes in high school and in college, and the causes.
114. Foreign language courses in junior high school and their relation to language courses in senior high school and in college.
115. Practices in sectioning classes on a basis of preliminary tests, either of intelligence or of ability in the foreign language.
116. Number of students majoring in modern foreign languages as compared with other subjects and the number of such students preparing to teach.



117. Standards and practices in measuring reading knowledge of French and German for candidates for the doctor's degree.
118. The number of college students studying no foreign language, one, two, three, or more foreign languages in high school and in college.
119. Motives prompting high school and college students to elect foreign languages.
120. A study of the failures in modern foreign language courses and of the regulations governing these in different institutions.
121. Reactions of students to the kind and character of instruction given in modern languages.
122. The influence of the college entrance board examinations on modern language curricula and methods.
123. A study of examination papers written by candidates for teachers' licenses and certificates in modern languages.

## ENGLISH NOTES

### NEW OFFICERS

Officers of the English Section of the Virginia State Teachers Association elected at Norfolk on November 25 are:

Conrad T. Logan, State Teachers College, Harrisonburg, president; A. A. Kern, Randolph-Macon Woman's College, Lynchburg, vice-president; J. R. L. Johnson, State Teachers College, Radford, secretary and treasurer.

An executive committee consisting of three members is to be named by the president.

A full report of the proceedings of the Norfolk meeting will appear in the next issue of THE VIRGINIA TEACHER.

### DISTRICT ORGANIZATIONS

During his incumbency as president of the English section, H. A. Miller of the

Petersburg High School has given much time and energy to effecting district organizations of English teachers with the purpose of bringing the teachers of Virginia eventually into as close a contact as English teachers in some of the northern and middle western states now enjoy. It has been thought that only by such methods may Virginia's teachers be organized into a professionally-minded group. The organization at present stands as follows:

District A—Miss Lulu C. Daniel, State Teachers College, Fredericksburg, president.

District B—(Tidewater English Teachers Association) Miss Lucy Brickhouse, Maury High School, Norfolk, president.

District C—Miss Eva Branch, John Marshall High School, Richmond, organizer.

District D—Mrs. C. B. Bowry, Burkeville, president.

District E—Miss Mary L. Goode, Jefferson High School, Roanoke, organizer.

District F—Miss Evelina O. Wiggins, E. C. Glass High School, Lynchburg, organizer.

District G—Garland Quarles, Handley High School, Winchester, organizer.

District H—

District I—Professor J. R. L. Johnson, State Teachers College, Radford, organizer.

District J—

District K—

### A DEPENDABLE LIST OF FILMS

Teachers of literature working through their local motion picture managers and those having the use of machines in their own schools will find much assistance in the recently published list entitled *Selected Book Films*, compiled by the National Committee for Better Films of the National Board of Review, 70 Fifth Avenue, New York City. The list contains names and addresses of film companies, suggests the audience suitability of each picture, and also indicates how long each picture has been in circulation.



A hasty glance at the list shows plays based on the novels and short stories of Bret Harte, Bulwer-Lytton, Emerson Hough, James M. Barrie, Jack London, Edna Ferber, John Galsworthy, Edward Hale, O. Henry, Richard Harding Davis, George Eliot, William J. Locke, Mary Roberts Rinehart, Dorothy Canfield, Harry Leon Wilson, Edith Wharton, Willa Cather, Booth Tarkington, Hamlin Garland, Leonard Merrick, and Edmond Rostand.

### IN "THE GLEAM"

Another poem by a Virginia pupil appeared in the May issue of *The Gleam*, a magazine of verse for young people, published by the School and Poetry Association at Middleboro, Massachusetts. This bit of verse, written by Frances Vaughan, of the E. C. Glass High School, Lynchburg, is entitled "Poems." It follows:

Poems are like stars.  
Some burn bright. . .  
Shining gems  
With a radiant, hopeful light.  
Some burn low . . .  
Sacred candles  
With a soft white glow.  
In the highest heavens they shine . . .  
And to the saddened souls of men  
Clearly proclaim the love divine.  
Poems are like stars.

Teachers of English may receive *The Gleam* by applying to Miss Alice Sleeper, Simmons College, Boston, for membership in the School and Poetry Association, enclosing the membership fee of one dollar. Original poems by pupils may be submitted for publication only by teachers who are members of the Association.

### ANOTHER MAGAZINE FOR THE CLASSROOM

*The World Review* was recently established in Chicago as a weekly magazine of special service to the schools, and has

achieved a phenomenal success. High schools and upper grades in every state in the union are now using it as a classroom text or for supplementary reading.

On the Editorial Advisory Board of *The World Review* are more than twenty of the leading educators and scientists of the country, including Luther Burbank; Hendrik van Loon, the author; Frank W. Ballou, superintendent of public schools of Washington, D. C., and president of the Department of Superintendence of the N. E. A.; Mary McKimmons, president of the N. E. A.; Professors Judd and Charters of the University of Chicago; Professor O'Shea of the University of Wisconsin, and other prominent educators.

Following a merger with *Our Weekly World*, the combined publications will be known as *The World Review*, and the principal offices will remain in Chicago. Herbert Askwith, formerly of the English Department of Harvard University, and for several years publication director of *The Independent*, is editor.

### VIRGINIANS ATTEND NEW YORK MEETING

Miss Mary Clay Hiner, of the State Teachers College at Farmville, and Conrad T. Logan, of the State Teachers College at Harrisonburg, both attended a meeting at Teachers College, Columbia University, during Thanksgiving week. Representatives of teacher-training institutions from Massachusetts, Connecticut, New Jersey, Pennsylvania, Maryland, Virginia, and North Carolina met to work on a course of study in English which they have been collaborating on for the past six months.

Because the New York conference was called at this time, Mr. Logan was unable to attend the meeting of the National Council of Teachers of English in Chicago, where he was scheduled to conduct a round-table discussion on the topic, "Securing Literacy Among Prospective Teachers."



# THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of *The Virginia Teacher*, State Teachers College, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### THE SCHOOL MUST TRAIN GOOD CITIZENS

**I**N HIS last annual report just made to the trustees of Teachers College, Columbia University, Dean James E. Russell presents the tremendous problems facing the public schools of America. He states that the object of public education is no longer a selfish one; its aim is to train good citizens. He believes that the modern boy and girl can no longer be muzzled; that controversial questions of economics, politics, science, and the like can no longer be ignored. The biggest problem in Dean Russell's opinion is to select and prepare materials concerning these modern problems for use in our public schools. He says:

"The schools of today may or may not be better than those of a generation ago, but they are obviously different. Intelligent parents must be impressed with the fact that the school work of their children is very unlike that which they themselves had. Even the casual observer of educational events must be aware that startling changes have taken place in the ideals and practices of public education within the past thirty years. Whatever may have been the professed aim

of the old school, the actual results were to the advantage of the individual in competition with his fellows. But with the coming of public school systems, complete from kindergarten to state university and supported at public expense, it was inevitable that in time the emphasis should shift from individual preferment to social needs. The American public school at present, whatever its virtues or defects, is the measure of public interest in the maintenance of American ideals.

"Good citizenship as an aim in life is nothing new. Patriotism, intelligent devotion to civic welfare, wherever found and at all times, bespeaks an education that is consciously acquired. But good citizenship as a dominant aim of the American public school is something new. For the first time in history, as I see it, a social democracy is attempting to shape the opinions and bias the judgment of on-coming generations. Public opinion, back of school boards, fixes our educational creed and controls all our undertakings. Any other control, even state control except within limits, is inconceivable while we maintain our present ideals of American democracy.

"Recently, in the Oregon case, a decision preserves to parents the right to choose what school they will for the education of their children, provided that nothing be taught inimical to the public welfare. From the viewpoint of the schools, the Tennessee case has a far wider significance than an imaginary conflict between science and religion. The Oregon case turned on the freedom of learning; the Tennessee case questions the freedom of teaching. The issues involved are of vital importance in the future development of public education. But neither of these issues was raised for a hundred years, and neither of them could have been raised until the public became aware that what was actually taught in the schools had some effect on the character and beliefs of the learners. The trend of public opinion in matters educational is part and



parcel of the tendency of the times to shape conduct by legal enactment.

"The acceptance of good citizenship as the dominant aim in public education imposes a severe burden upon teachers who have grown up under conditions hitherto generally prevailing. What is a good citizen? What should he know? What should he do? Reduced to concrete terms, answers to these questions will try the best of our social philosophers. A survey of what knowledge can best be used in daily life may suggest some criteria of excellence in the making of school curricula. They want to know why these things are and what are the facts back of them. The modern school-boy may still be forced to do what his parents did in school, but his education will be got, as theirs was, outside of school hours. The formation of character goes on apace regardless of teachers or schools. The question is, how can school work contribute most to the making of the good citizen?

"Some would avoid controversial questions. But children who read the newspapers, listen to the radio, participate in political campaigns, and engage in sectarian controversies cannot be muzzled. Some problems of trade and transportation, of capital and labor, of political policy and international relations must be faced in the modern school. I mention these in particular because they are the most perplexing of all the problems that the teacher meets. They cannot be ignored; they must be honestly and impartially treated."

#### DANVILLE, VIRGINIA, ACTIVITIES

Danville, Virginia, famous for its solution of labor problems without appealing to prejudice, without the slightest friction between employers and employees, has passed a large bond issue by a large majority. Superintendent G. L. H. Johnson of Staunton, Virginia, becomes superintendent, and William B. Ittner has been employed and

empowered to give Danville the best school-house architecture in America.—A. E. Winship, in the *Journal of Education*.

#### MISS FINLEY IN VIRGINIA

One of the most active workers of the American Humane Education Society is Miss Blanche Finley, with headquarters in Richmond, Virginia. Through her efforts humane education has been introduced generally into the schools of Richmond and also into many rural schools. Last spring she conducted a large prize poster contest, which stimulated a greater interest than ever before on the part of pupils representing nearly every school in the city. The humane film, "The Bell of Atri," has been shown widely in the schools, and many stereopticon addresses have been given. Miss Finley also often speaks before adult audiences, such as Women's Clubs, Parent Teacher Associations, etc.—*Our Dumb Animals*.

#### THE BOY REMEMBERED!

The outstanding figure at the Dayton trial was the high-school boy who was cross-examined on the witness stand and remembered what his teacher had taught him.—*The New York Times*.

Nearly two-thirds of the entire teaching force in the public schools of Virginia devoted from 6 to 12 weeks during the recent summer vacation to professional study.

All-schools day is an annual event in McPherson County, Kas., attended by thousands of patrons, teachers, and pupils. The program consists of pageants, concerts, fêtes, athletic contests, and musical and dramatic features. It is a real community affair in which city and country people join. The occasion has done much to stimulate interest in the schools of the county.



## BOOKS

## "SELLING" THE LIBRARY TO THE COMMUNITY

THE LIBRARY AND THE COMMUNITY. By Joseph L. Wheeler. Chicago: American Library Association. 1924. Pp. 417. \$3.50.

*The Library and the Community* is the most notable of recent contributions to library literature. Its author is librarian of the Youngstown (Ohio) Public Library, and is a well-known leader in his profession.

His book is concerned entirely with the problem of how best to make the community understood by the library staff, and the library understood by the community. His sub-title, "Increased book service through library publicity based on community studies," indicates the whole purpose of the book.

The first division deals with the value of the community survey. Any public library, to serve its public best, must study the community interests, vocational, racial, social, religious, and so on. Then, having organized the library to meet these needs, there remains the necessity of informing the public about it.

The second part suggests various things that the public should know about the library. One librarian is quoted as saying that the objects of library publicity are: "To interest the public in the library, to keep it in the public mind, to make people favorably disposed toward it, to teach them its opportunities, to impress them that within its limitations it serves them to the best of its ability."

People are interested in the service offered by the library, but they are also interested, if they are taken into the confidence of the library about its organization, its history, its finances, its circulation, the duties of its staff, and any human interest stories that may come to light in connection with it. A free public library is the property of the people, and the more they know of its workings, the more they feel like making use of it.

Of course each citizen must be convinced

that the library holds something of interest to him personally. Mr. Wheeler lists the appeal of books under seven heads:

*Entertainment:* Enjoyable recreation, thrilling story.

*Greater Efficiency:* In occupation, for love of subject, craftsmanship, salary, higher position.

*Self-Improvement:* In general culture, for one's own satisfaction, for effect on friends, for social standing.

*Curiosity:* Leading to interest in a subject.

*Aesthetic Desire:* For art, for beauty of thought and language, for imagination (travel).

*Being in Style:* Reading the best sellers because everybody else is doing it.

*Citizenship:* How to vote on the tariff, soldiers' bonus, or other public questions.

Having decided what the public needs to know about the library, the reader proceeds to Part Three to find methods of getting this information broadcasted. Most of us could think of a few ways of accomplishing this, but Mr. Wheeler suggests nineteen different ways. He takes up each method fully, practically, and painstakingly, even to recommending the type of lettering to be used on posters.

The appendix contains a summary of thirty-one library campaigns. There is also an excellent bibliography at the end of the book, classified according to the chapter headings. Mr. Wheeler, being a librarian, adds an index, for which librarians are always grateful.

There is nothing of the vague and theoretical about any part of Mr. Wheeler's book. It contains a wealth of practical advice gathered from years of experience, not of one, but of many librarians. Not every book can tell us what is best to do, and also how best to do it. *The Library and the Community* is enthusiastically recommended to everyone interested in the development of a public library. Every librarian should read it, and apply it as far as possible, in



accord with the motto of the American Library Association: "The best reading for the largest number at the least cost."

VIRGINIA HARNSBERGER

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A NEW METHOD IN GEOGRAPHY

GEOGRAPHY—JOURNEYS IN DISTANT LANDS. By Harlan H. Barrows and Edith Putnam Parker. New York: Silver, Burdett and Company. 1924. Pp. 152.

Barrows and Parker explode the theory that children should first study about their home conditions and then reach out into the world. They believe that children are naturally more interested in distant lands and their people than they are in their home surroundings. Therefore their first book takes the beginner in geography on a journey to representative peoples in foreign lands and finally leads them back to their home continent.

The organization of the book, based on man's relationship to his environment, grows out of recent tendencies in experimental education. It systematically provides for supervised study throughout the text. Untitled pictures scattered through the book serve to arouse the child's interest in the journeys. The directions for studying them challenge the child's best thought and rouse his curiosity. The book provides an interesting and unique system of checks, reviews, and tests, many of which are on the play level. The authors have not failed to arrange a number of them so that the child may make a check on his own work.

In the past we have been satisfied with grading the steps in fundamental subjects, but the distinctive feature of this book is its careful graduation of map study. The first map symbols are very simple and few. Others are gradually introduced when needed. In fact, the first attempt at map work is a study of an airplane picture showing a city on both sides of the river; second, a drawing showing the same thing and finally a dot is given to represent it on the river. These steps give real meaning to the symbol.

Excellent study helps are given on how to

use reference materials, a table of contents, and an index. There is also a large list of supplementary materials, with pages designated for enriching each unit of work. The text is quite full and could be used independent of the supplementary material if necessary.

In spite of a simple style, the vocabulary seems a little difficult for beginners in that it is necessary in studying distant lands to introduce quite a number of words that are foreign to the child.

PAMELIA ISH

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THE PRINCIPAL AND HIS SCHOOL. By Elwood P. Cubberley. New York: Houghton Mifflin Co. 1923. Pp. 571. \$2.40.

This volume, from the pen of one of our leading American educators and one of our most facile American educational authors, is of the same high standard as others in the Riverside Textbook Series. The author has attempted a preliminary job analysis dividing the main body of the work into the big problems of the organizations of the school, the administration of the school, and the supervision of instruction. Every problem of consequence that is likely to confront a school principal is treated concretely with abundant illustration and with such charts, graphs, forms, and outlines as will enable the reader to tackle his job with real assurance. It is not surprising that principals have found it one of the most essential books in their professional libraries.

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THE GREEN GATE TO THE SEA. By Ethel C. Brown. New York: Silver Burdett and Co. 1924. Pp. 165.

This little green book is intended primarily as a silent reader and contains thirteen pages of directions for its use. The subject matter is also excellent and contains much valuable information concerning animals of the seashore: the crab, the starfish, the horseshoe crab, the sea urchin, shells, the sand dollar, barnacles, the jelly fish, and the hermit crab. It is a very enjoyable book that anyone would read from cover to cover.



THE BOOK OF PLANTS. By Bertha Morris Parker and Henry Chandler Cowles. Boston: Houghton Mifflin Co. 1925. Pp. 252. 88 cents.

This is an excellent silent reader designed for the sixth, seventh, and eighth grades; it is notable for its large fund of botanical information compressed in so few pages and yet in such clear and simple language. A fourth grade child can understand it and college graduates who profess to know botany can read it with profit.

#### SOCIAL CONTROL

CONSTRUCTIVE SCHOOL DISCIPLINE. By Walter Robinson Smith. Chicago: American Book Co. 1924. Pp. 275.

This compact and well-organized little volume has as its objective the interpretation of school discipline as social control, the author being one of our foremost educational sociologists. He aims to point out how student control may "harmonize with social trends in other phases and provide a useful training for citizenship in a democratic society."

As a consequence the matter of reward and punishment, while treated adequately, is given a minor place compared with such problems as the use of extra-curricular activities as a means of control, the development of school spirit, and the organization of student participation, that is, so-called self-government. The volume is thoroughly practical and would be helpful to experienced as well as inexperienced teachers.

W. J. GIFFORD

#### OTHER BOOKS OF INTEREST

ARITHMETIC WORK-BOOK. By F. B. Knight, G. M. Ruch, and J. W. Studebaker. Chicago: Scott, Foresman and Company, 1925. Book 5, 75 pages, Book 6, 61 pages. Teacher's Edition, Book 5, 76 pages, Book 6, 62 pages.

These work-books may be used to supplement any arithmetic text. They are built on sound scientific principles, both as to grading of the exercises, and as to frequency of practice afforded any habit.

With each set of exercises is a set of standards so that the child can secure his rating in comparison with other classes. There is also a progress chart at the close of the book on which he can draw a graph of his achievement. Facing each set of exercises is a set of study helps,

so that much of the child's work should be independent.

The teacher's edition of each book supplies many valuable suggestions as to developing skill in arithmetic. It also supplies a set of blanks on which the teacher may make her diagnostic tables.

A MOTHER'S LETTERS TO A SCHOOLMASTER. With an introduction by James Harvey Robinson. New York: Alfred A. Knopf. 1923. Pp. 283. \$4.00.

This series of anonymous letters portrays the education of the boy Peter. The mother protests at the deadening influence of ordinary school routine; but the book is largely constructive, setting forth the outlines of early elementary education in a world that takes the training of its young seriously.

PUPILS' SELF-INSTRUCTION ARITHMETIC. By Mary A. Ward. Chicago: Rand McNally Company. 1925. Book One, Formal and Problem Percentage, pp. 209; Book Two, Applications of Percentage, pp. 206; Book Three, Mensuration, pp. 237.

These books are so planned that the child can direct his own progress. Each topic is introduced with a set of study helps, making him independent in new work; each topic has ample practice material, a set of tests, and a set of score sheets for recording his progress. The books may be used alone, or as supplementary drill material.

NARCISSUS. An Anatomy of Clothes. By Gerald Heard. New York: E. P. Dutton & Co., 1924. Pp. 150. \$1.50.

Readable? Yes, and with something to think about, too. A rather new line of attack with no regard for classical conventions.

The author traces the development of architecture and parallels it with the changes in fashion of dress. He makes many radical statements, but one can easily accept them at face value for the moment. If one is looking for entertainment, he may well pass a pleasant hour reading *Narcissus*.

PAINTINGS OF MANY LANDS AND AGES. By Albert W. Heckman. New York: Art Extension Society. 1925. Pp. 63.

A handbook of picture study and art appreciation prepared by an instructor in fine arts at Teachers College, Columbia University, for use with ninety color reproductions of paintings which have been selected for study in the elementary grades and high schools. The author urges that in place of the present emphasis on the historical, biographical, and anecdotal attributes of fine paintings, there should be more study of the way in which the artist combines intelligent use of his medium with aspiration.

EXERCISES IN BOOKKEEPING AND BUSINESS PROBLEMS, PART III. By Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company. 1925. Pp. 157. 56 cents.

A pad of exercises designed for use in the third-year course in bookkeeping.

STANDARD HISTORICAL STUDIES. By Severe E. Frost. Fort Worth, Texas: Pioneer Publishing Company. 1924. ANCIENT HISTORY. Pp. 96. 50 cents. MODERN HISTORY. Pp. 88. 50



cents. UNITED STATES HISTORY. Pp. 100. 50 cents.

*Ancient History* contains 24 outline maps, and 44 pages for notes on lessons. Designed for the 8th grade. *Modern History* has 17 outline maps, and covers the period from 1555 down to date. It is designed for use in the 9th grade. *United States History* has 30 maps with copious notes. There are references to standard histories, to phonograph records, to appropriate paintings, to lantern slides. For use in either the 7th or 11th grade.

ELEMENTARY PRINCIPLES OF PHYSICS. By Robert W. Fuller, Raymond B. Brownlee, and D. Lee Baker. Boston: Allyn and Bacon. 1925. Pp. 853. \$1.80.

Believing that the student's natural interest in scientific phenomena is expressed by "What is it?" or "How did it happen?" or "Why does it happen?" rather than by the question "How much?" the authors have departed from the traditional treatment of physics and have avoided too many exercises in mathematical calculations. In simple language and with great completeness of illustration, this book offers one of the best presentations of physics now on the market.

THE LIFE AND LETTERS OF WALTER H. PAGE. By Burton J. Hendrick. Adapted for school use by Rollo L. Lyman. Garden City, New York: Doubleday, Page and Company. 1925. Pp. 349. \$1.00.

An extraordinarily popular collection of letters in two volumes which recently received the Pulitzer award is here skilfully abridged to make a single volume for use in English classes. Useful for classes in high school or college, and certainly a bargain for the general reader.

A SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE. Edited by Harry Morgan Ayres. New York: Silver, Burdett and Company. 1925. Pp. 454.

"The dictionary is the most archaic of our school texts today," says the compiler, who then proceeds to show what changes are needed. The publishers have provided a most satisfactory type page for school children.

OUR PLAYHOUSE. An Industrial Reader. By Ella Victoria Dobbs. Chicago: Rand McNally & Company. 1924. Pp. 125.

A project in building a house forms the basis of these lessons in reading. Abundant illustrations show the children at their work.

THE OREGON TRAIL. By Francis Parkman. With an introduction, notes, and questions by Russell A. Sharp. Boston: Houghton Mifflin Company. 1925. Pp. 351. 80 cents.

The only way to secure lasting international peace is to establish a league of faith-keeping nations, large and small, all committed to the prevention of war, and to the use of their combined forces against any State which commits a breach of the peace.—DR. CHAS W. ELIOT.

## NEWS OF THE COLLEGE AND ITS ALUMNÆ

### WHERE RECENT GRADUATES ARE

Graduates in the two-year classes of the spring and summer of 1925 are now scattered from Florida to New York and engaged in a great diversity of work. An apparent shortage of positions caused a good many to return to school who otherwise would not have done so and left a few at home who would have preferred to teach. Painstaking care has been taken to have the roll below as complete as possible and the placement committee would be glad to hear of any error which has crept into it.

Forty-six members of the two-year classes of 1925 came back to their Alma Mater in the following groups: 5 in the elementary, 22 in the high school field, and 19 in home economics. Alene Alphin is a student at Greensboro College for Women. Wilmot Doan is at Darlington Seminary, West Chester, Pennsylvania. Margaret Greaves is a student dietitian at the Johns Hopkins University Hospital and Hallie Copper is engaged in similar work and training at the University of Virginia Hospital. Helen Leitch is engaged in Library work in the Western Reserve University, Cleveland, Ohio.

Those staying at home are as follows: Nancy Bracy, Eva Bargelt, Gladys Brubaker, Constance Cleek, Flora Frances, Flora Garber, Helen Gardner, Bernice Hicklin, Lucille Kern, Christine Maria, Lelia Moore, Virginia Motley, Frances Ripberger, Rosa W. Smith, Ollie Strough, Edythe Styne, Margaret Tharpe, Mary Alice West, and Irene White.

Alethea Adkins—Primary grades, Norfolk

Lucille Allen—Primary grades, Gertie

Sadie Ashwell—First grade, Harrisonburg

Virginia Ayres—Grammar grades, Kemp-ton, W. Va.



- Lillian Baldock—Grammar grades, Moneta
- Luella Barnett—Rural school, Sayersville
- Mrs. Roberta Beach—Sixth grade, Schoolfield
- Nellie Binford—First grade, Stony Creek
- Elsie Bloxom—First grade, Lyon Park
- Frances Boisseau—Science, McKenney High School
- Christine Bolton—Rural school, Melrose
- Kathryn Bolton—Rural school, Hightown
- Ruby Botkin—Presbyterian Mission School, Cornwall
- Mildred Bowen—Grammar grades, Orleans
- Virginia Bowen—Fifth and sixth grades, Flint Hill
- Helen Bradley—Rural school, Chaney, Md.
- Ruth Bransford—Grammar grades, Bluefield, W. Va.
- Kathryn Buchanan—Primary grades, Oakland, Md.
- Winnie Byerly—Home economics, Ft. White, Florida
- Annie Camper—Grammar grades, Roanoke
- Cornelia Carroll—Primary grades, Sweet Chalybeate
- Elizabeth Carroll—Grammar grades, Sweet Chalybeate
- Clyde Carter—Fourth and fifth grades, Bon Air
- Kerah Carter—English and history, McDowell High School
- Virginia Case—French and English, Zoar High School
- Harriet Childrey—Presbyterian Mission School, Algona
- Margaret Clark—Primary grades, Aurora Heights
- Stella Clay—Fourth grade, Drill
- Blanche Clore—Grammar grades, Wolf-town
- Evelyn Coffman—First grade, Schoolfield
- Mildred Coiner—Grammar grades, Craigsville
- Margaret Cornick—Grammar Grades, Creeds High School, Back Bay
- Dorothy Cox—Fourth and fifth grades, Earlysville
- Elizabeth Cox—Sixth and seventh grades, Earlysville
- Nell Deaver—Sixth and seventh grades, Kerrs Creek
- Bessie Dillard—Primary grades, Glen Lea
- Helen Draper—Elementary grades, Ft. White, Florida
- Thelma Dunn—Primary grades, Morgantown, W. Va.
- Bessie Dunnavant—First and second grades, Manchester
- Gilbert Dye—Primary grades, Craddock
- Edna Edmonds—Grammar grades, Norfolk
- Ruth Virginia Elver—Grammar grades, Norfolk
- Louise Virginia Elliott—Primary grades, Crabbottom
- Ruth Ferguson—French and Latin, Madison High School
- Olive Flory—Primary grades, Dayton
- Mary Forrest—Grammar grades, Seaford
- Desdemona Fortescue—Primary grades, Fishing Creek, Md.
- Mary Fox—Primary grades, Wingate, Md.
- Florence Fray—Junior High School, Harrisonburg
- Janet Funkhouser—Fourth grade, Hagerstown, Md.
- Maysville Gammon—Primary grades, South Norfolk
- Anna Goodall—Grammar grades, Oak Park
- Annie Goodman—Primary grades, Arlington County
- Eleanor Gilbert—Rural school, Selbysford, Md.
- Emma Grant—Third and fourth grades, Manchester
- Sara Jane Greene—Fifth grade, Craigsville
- Kathryn Griffin—Grammar grades, Crel-lin, Md.



- Virginia Griffith—Grammar grades, Grove Hill
- Frances Grove—Second grade, Stanley
- Thelma Haga—Primary grades, Schoolfield
- Frances Hanbury—Grammar grades, Norfolk
- Elizabeth Harper—Primary grades, Salem
- Virginia Harper—Second grade, Fishersville
- Kathryn Harvey—Fifth grade, Chatham
- Nina Hayes—Substitute work in Roanoke
- Sadie Harrison—Grammar grades, Vienna
- Mary Hartman—Seventh grade, Temperanceville
- Hortense Herring—Cismont Junior High School
- Alma Hodges—Substitute work, Roanoke
- Susie Hoge—Grammar grades, Spotsylvania Court House
- Ethel Hollar—Rural school, Garrett County, Md.
- Leota Hollomon—Grammar grades, Norfolk
- Fannie Holsinger—English and mathematics, Mt. Clinton High School
- Margaret Hood—Primary grades, Carne School, Arlington County
- Helen Jackson—Primary grades, McDowell
- Allene Johnston—Grammar grades, Norfolk
- Addie Lee Jones—English and Latin, Sperryville High School
- Ethel Jones—Grammar grades, Wise
- Jane Jones—Third grade, Niagara Falls, New York
- Beatrice Kackley—Primary grades, Berryville
- Virginia Kellam—Fourth grade, Harrisonburg
- May Belle Kemp—Primary grades, Lovettsville
- Rebecca Kearfott—Home economics, Martinsville High School
- Rebecca Kice—Second grade, Charlottesville
- Margaret Kneisley—First grade, Grafton, W. Va.
- Margaret Lacy—First and second grades, Halifax
- Lillian Lanier—First and second grades, Ridgeway
- Lucy Laws—Primary grades, Bentonville
- Margaret Leavitt—Primary grades, Portsmouth
- Ruth H. Lewis—Seventh grade, South Norfolk
- Hilda Lovett—Fourth grade, Winchester
- Rose Lyle—Fifth grade, Ballston
- Ruth Maloy—Grammar grades, Valley Center
- Irene Mathews—Grammar grades, Winchester
- Essie Meador—History and science, Charles City High School
- Virginia Milford—Substitute work in Portsmouth
- Mary Botts Miller—Fourth and fifth grades, Sperryville
- Salome Moomaw—Third grade, Charlotte, N. C.
- Pattie Morrison—Primary grades, Petersburg
- Ruby Norford—Sixth grade, Richmond
- Helen Norton—Primary grades, Hagerstown, Md.
- Agnes Nunnally—Grammar grades, Petersburg
- Ella O'Neal—Sixth and seventh grades, Opequon
- Lillian Penn—Primary grades, Roanoke
- Mary Pettus—Primary grades, Cluster Springs
- Elizabeth Peters—Primary grades, Loony
- Lannie Mae Phaup—Clerical work in Norfolk
- Geneva Phelps—Seventh grade, Eagle Rock
- Elizabeth Portner—Grammar grades, Norfolk
- Ruby Pryor—Fifth grade, Bluefield, W. Va.



- Lucy Raines—Primary grades, Schoolfield
- Kathryn Ralston—Primary grades, Markham
- Louise Reaves—First and second grades, Lowell, N. C.
- Marion Redford—Home economics, Weyers Cave High School
- Frances Rhoades—Fourth and fifth grades, Lignum
- Cornelia Risque—Third grade, Buena Vista
- Matilda Roane—Primary grades, Churchville
- Ruby Roark—Grammar grades, Maccrady
- Eunice Rohr—Grammar grades, Harrisonburg
- Matilda Rollins—Primary grades, Elizabeth City
- Blanche Rosser—Fourth grade, Lynchburg
- Dorothy Rudd—Grammar grades, Kempton, W. Va.
- Ruth Senger—First grade, Craigsville
- Alberta Shaffer—Grammar grades, Alexandria
- Charlotte Shomo—Rural school, Owings, Md.
- Lennis Shoemaker—Grammar grades, Harrisonburg
- Anna Simiele—Third grade, Coleman Place
- Elizabeth Smith—Grammar grades, Maccrady
- Nancy Smith—Third grade, Harrisonburg
- Mary Louise Steele—Grammar grades, Chambersville
- Julia Stickley—Grammar grades, Strasburg
- Electa Stombock—Sixth grade, Winchester
- Lillian Stonesiffer—Primary grades, Criglersville
- Frances Story—Grammar grades and junior high, Roshelle
- Mary Saunders Tabb—Primary grades, Portsmouth
- Mary Taylor—Grammar grades, Winchester
- Elizabeth H. Thompson—Rural school, Pleasant Ridge
- Maud Thurmond—Grammar grades, Nimrod Hall
- Lucretia Upshur—First grade, Cheriton
- Nancy Vaughan—Primary grades, Grantsville, Md.
- Tennie Vaughan—Home economics, Oak Hill, N. C.
- Lois Walker—Grammar grades, Natural Bridge
- Hilda Warren—First grade, Schoolfield
- Mrs. Marguerite Washington—Third grade, Crozet
- Emma Webber—Home economics, Miller School, Charlottesville
- Hattie White—Fifth grade, Victoria
- Annie White—Primary grades, Pittston
- Mary Whitehurst—Primary grades, Roanoke
- Elsie Whitmore—Grammar grades, Parnassus
- Blanche Whitt—Fourth and fifth grades, Faraday
- Lola Brown Williams—Rural school, Greenville
- Neva Lee Williams—First grade, Capron
- Katherine Williamson—Sixth grade, Phœbus
- Leonor Wilson—Primary grades, Norfolk
- Elizabeth Wire—English and science, Hillsboro Junior High School
- Thelma Woodcock—Grammar grades, Ballston
- Ada Woore—Rural school, Branson
- Evelyn Wright—Grammar grades, Norfolk
- Mrs. Claud Yowell (Grace Yowell)—Grammar grades, Stanardsville

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#### ALUMNÆ NOTES

Frances Barham is teaching in Tazewell, and sends her best wishes to Blue-Stone Hill.

Olivine Runciman (Mrs. R. S. McNeil)



lives at Marlinton, W. Va., and is still interested in school work.

Pearl O'Neal writes from Varina Agricultural High School, near Richmond. She is teaching classes in English.

Estelle Anderson writes from East Lexington, where she is enjoying her work as teacher. She has Reva Bare as a neighbor.

Margaret Helm's address is 229 S. Pitt Street, Alexandria. Her fifth grade pupils are doing some fine work in Virginia history.

Myrtle Haden is still teaching at Gretna. She is keeping up her fine record as a teacher and community leader.

Henrietta Dunlap is teaching at Lexington and lets us hear from her now and then.

Sydney Artz is teaching again this year at Conicville and is taking two of the extension courses that the college is giving at Woodstock on Saturdays.

Mattie Worster is teaching fourth grade in Port Norfolk School, Pinner's Point, Portsmouth. She is getting a fine response from her classes.

Elizabeth Hutchison's address is 1317 Corbin Place, N. E., Washington, D. C. She is keeping up with advanced standards in her profession.

Jennie McIvor sends us a message from Naruna, Campbell County. She is enthusiastic over her work.

Joe Warren writes from 484 W. Market Street, Akron, Ohio. She is not teaching at present, but is traveling for a book publishing house of Chicago.

Etna Hardaway's address is P. O. Box 26, Roanoke, Va. She paid us a visit not long ago, and is as loyal as ever to Blue-Stone Hill.

We have a note from Colyer Abbitt, under date of November 8, from Spoutspring, Appomattox County. We have a good report of her work there.

Anna and Florence Allen have opened the Golden Horseshoe, an attractive and homelike tearoom, at 25 West Piccadilly Street, Winchester.

Laura McCraw is supervisor of Pittsylvania County schools, with headquarters at Danville.

Mrs. J. D. Murrill is teaching at Good View, Bedford County. We have a message from her under date of November 10.

Mary Bibb is making a fine record as a teacher in Arlington County. Gertrude Smith is assistant supervisor in the same county.

Reed Blanton is teaching at Tobaccoville, Powhatan County. We have a recent report of her work.

Eugenia Reese writes from Sebrell, Southampton County. She is doing some special work in Virginia ballads.

Mrs. Pearl Foster is teaching at Brookneal. She is doing good work with her fourth and fifth grade classes.

Helen Baber, Carrie Atkins, Martha Cockerill, and one or two more of our girls had places on the recent Loudoun County teachers institute program.

Cornelia C. Sites is still doing a fine work at Bakersville, N. C., in the schools and Sunday schools of the community. She sends her kind regards to all her friends at Harrisonburg.

Osie Trimmer is principal of the school at Glasgow, Rockbridge County; and Susie Watts and Ruby Worley are among her assistants. Ruth McNair is teaching at Natural Bridge station.

Irene Summers is teaching English classes in Varina High School. Her address is Route 5, Richmond.

Under recent date Mrs. W. C. Voorhees writes from Gibsonville, N. C. She is giving evidence of progressive work in her profession.

Mary Lancaster Smith (Mrs. E. E. Garrison) still has a warm spot in her heart for Harrisonburg. Her address is 547 Lee Street, St. Petersburg, Fla.

Christina Neff Funkhouser was married on November 18 to Mr. Whitfield Mauzy Yancey, at her home near McGaheysville.

Louise McCaleb writes from 112 Han-



over Avenue, Petersburg. She is teaching in the fourth grade of the city schools.

Rosalyn Dowell is teaching at Gordonsville, as a recent note from her informs us.

Florence Hounshell is a member of the faculty of Luray College, an institution which opened its doors to students for the first time early in September. Her address is 140 S. Court St., Luray, Va.

Velma Moeschler is operating a tea room in the city of Roanoke. She will receive Blue-Stone Hill folk with first class appointments at "The Meiringen," 23 Church Avenue, West.

India Faulconer writes from Orange. We have good reports of her work there.

Nellie Nevitt is teaching at Lorton, Fairfax County. She expresses her appreciation of the work at H. T. C. during the past summer.

Sallie Loving wrote us a good letter recently from Stage Junction, Fluvanna County. She is now back at her work in Arlington County.

The following letter will interest all Harrisonburg alumnæ:

169 McKay Street  
Ottawa, Canada  
June 2, 1925

Dear President Duke:

Although since I graduated from Harrisonburg in 1913 there have been many changes in the staff, the buildings, and the course of study, yet I feel that it is still, in many respects, the same old H. N. S. I knew so well. Therefore it is with sincere regret that I have to refuse the kind invitation, which was extended to me, to return to commencement.

I have left Kingston now, as my days at Queens University are over, and I have been teaching English for three years in a large new high school at Sarnia, Ontario. You will be surprised, perhaps, to know that we have thirty-one teachers and nearly eight hundred pupils, for in Ontario education is compulsory until the age of sixteen. As a consequence, even small cities like

Sarnia have big schools. We have a very strong teachers' federation in Ontario, which has been a great force in raising salaries. In all cities, teachers in secondary schools begin at a salary of \$2,000 per year, and in towns \$1,700 is the minimum allowed by the federation. I mention this because when I was at Harvard Summer School in 1923, so many teachers were interested to hear of the progress in that direction that the Ontario teachers have made. There are now very few school boards in the province who do not coöperate with the teachers' federation.

As soon as I visit Virginia again, I am planning to come to Harrisonburg, so that I hope that before too long I may have the pleasure of occupying a room in Alumnæ Hall.

Very sincerely,  
DOROTHY LATHROP BROWN

#### NEWS OF THE CAMPUS

Thirty-seven foreign students now at Teachers College, Columbia University, visited Harrisonburg November 12 and 13. The stop here permitted these advanced students from foreign lands to observe not only the procedure in the local training school but also the organization of the student body in a typical teacher-training institution. The guests were entertained Thursday evening in the dining room; later at an informal reception in Alumnæ Hall they had an opportunity to hear much from representatives of school organizations about the "inside workings" of an American teachers college.

The class roster of the International Institute is herewith presented. Professor M. C. DelManzo was in active charge of the party with Professor Thomas Alexander and Miss Mabel Carney participating.

Adendorff, Ruby  
Cape Town, South Africa  
Health Program and Teaching (through Normal Schools). Americanization Methods in Schools  
Akrawi, Matta  
Bagdad, Iraq.  
Teacher at Teachers' Training School, Normal Schools



- Bascho, Lilly  
Zurich, Switzerland  
Teaching Girls' High School and College—English, German Literature and History. Interest Teaching of English and Social Science
- Becerra, Raphael Albert  
Santa Infancia College, Quito, Ecuador  
Teaching College. Teacher Spanish Literature, High School, Teacher of Languages
- Beliaeva, Eugenia  
Moscow, Russia  
Administration—All types of schools
- Cespedes, Temistodes R.  
Panama, R. of Panama  
Supt. of Schools—Elementary Schools
- Chen, Hsuan S.  
Peking, China  
Teaching Normal and College—Educational Psychology
- Chen, Kuo Liang  
Peking, China  
Asst. Director Religious and Social work. (Extra Curricular work). Union Medical College, Peking, China
- Chi, Chih-Ho  
Sui-Yuan, China  
College Teacher, Teach H. S. Principal, Administration
- Chi, Kuo-Liang  
Tientsin, China  
President of Normal School—Cl. Instruction Elem. and High School, Normal School
- Chu, Chi Hwang  
Tai Yuan Fu Shansi, China  
Teaching Administration Normal or University—Literature
- Cornelius, Jno. J.  
Madras, India  
Civic Education and Americanization methods in elementary and high schools
- Fan, Kie  
Shanghai, China  
Professor of Education. Philosophy of Education—Ethics—Logic
- Harrison, Margaret  
Frankston Vic. Australia  
Elementary School Teacher—Kdg. I and II Grades
- Hsiung, Ming-Tsing  
Kweiyang China  
Administration
- Inglis, William  
Paisley, Scotland  
Glasgow University, Admin. and Lecturing. English in colleges and schools—high and elementary
- James, Mrs. Concha Romero  
Mexico  
Representative in United States of Department of Education of Mexico. Comparative Education. Vocational Schools
- Kalshoven, Arnoldma  
Amsterdam, Holland  
High School teacher (History) and Principal and Secondary English and Languages
- Kovats, Albert  
Budapest, Hungary  
Teacher of College—French and Italian
- Ma, Kiam  
Peking, China  
Teaching Chinese Literature History and Classes H. S.
- Manikam, Kajah B.  
Madras, India  
Professor in College in India—Moral and Religious
- Moros, Lubow  
Moscow, Russia  
Administration—Supervisor—Kdg. and Elementary Schools
- Mutt, Eugenia  
Tartu, Estonia  
School Organization elem. and high school—Social Sciences, Languages, Household Arts
- Nakajima, Shinko  
Saitama, Japan  
Teacher Middle Schools—English, Civics, Educational Sociology
- Puffer, Floyd Arthur  
Yeotmal, Berar, India  
Supt. Mission Elem. Schools
- Ramirez, Guadalupe  
Tacubaya D. F. Mexico  
School Supervisor—Girls' Boarding School and Normal. Voc. Educ., Home Ec. and Health
- Reyes, Hermelinda  
Hooker School, Tacuba, D. F. Mexico  
Teaching in Primary School—2-3-4 grades
- Skonhoft, Mrs. Lilli  
Oslo, Norway  
Teacher of Modern Language (German and English) College and History
- Skonhoft, Sigurd  
Oslo, Norway  
College Teacher—English Literature and History. High School and College German
- Tomoko, Karube  
Tokio, Japan  
Teacher in Elementary School
- Total, Khal-il  
Jerusalem, Palestine  
Principal Normal School or Inspector Supervisor Elementary and High School
- Wakita, Kurao  
Tokio, Japan  
Teacher or Professor of Educ. Subjects
- Walser, Emmy  
Berne, Switzerland  
Teacher in Kdg. Nursery Schools
- Wang, Shu Ling  
Wenchow, China  
Teacher Educ. Measurement—Special classes and Functions
- Wu Yieng Swe  
Sio-Chi-Shiang, Wushi, China  
Teach S. E. Univ. Phys. Ed., Nanking, China
- \*Rosettenstein, Velma  
South Africa  
Supervisor, Home Economics
- \*Barwick, Doreen W.  
New Zealand  
Supervisor  
Friday morning at assembly some of the visitors spoke briefly of their home countries. In quick succession Harrisonburg girls were whisked from Bagdad to Zurich, from China to Mexico, from India to Japan.

\*Are with group on the Southern trip, but are not regular members of the class.



They heard a Viennese waltz played by a doctor of philosophy and a description of home sports by a charming young woman from South Africa.

Four plays were presented during November by students in expression, who have lately taken for themselves the appropriate name of Marionettes. "The Neighbors," by Zona Gale, and "Enter the Hero," by Theresa Helburn, were offered by the Marionettes the evening of November 20; and two more, "Modesty," by Paul Hervieu, and "The Maker of Dreams," by Oliphant Down, the next Wednesday evening in Sheldon Hall. To follow these pleasing programs was announced the presentation of Oscar Wilde's "The Importance of Being Earnest," by the Stratford Dramatic Club early in December. Members of Pi Kappa Omega Society arranged an evening of folk songs and ballads on November 6 which utilized not only the membership of the society, but also singers from Harrisonburg. Four members of the college faculty also took part. The program was an usually attractive one.

Mr. Weldon Whitlock, a Staunton tenor, sang to the accompaniment of his sister, Dorothy Whitlock, a student at the College, when he gave a recital in Sheldon Hall, November 16, under the auspices of the Choral Club. On November 15 the College Glee Club made its first appearance, when it sang at the Sunday evening services of the Presbyterian Church, under the direction of Miss Edna Shaeffer. An attractive program was given in assembly November 27 by Thelma Eberhart, Zelia Wisman, Charlotte Lacey, Sarah Evans, and Miss Elizabeth Trappe, of the Æolian Club.

An executive meeting of the Virginia Music Teachers Association on November 21 brought to Harrisonburg Mrs. Marvin Copenhaver, of Chilhowie. Miss Edna Shaeffer is president and Miss Margaret Hoffman is secretary of this organization. Present here at the same time were Miss Florence Baird, of the music department of the State Teachers College, Radford, and

Mrs. Sidney Small, who as president of the Virginia State Federation of Music Clubs was paying an official visit to the Glee Club and the Æolian Club here. In honor of Mrs. Small, Miss Shaeffer gave a tea in Alumnae Hall Saturday afternoon. The same evening the student body journeyed to the Town Hall, where Victor Herbert's musical comedy, "Sweethearts," was sung—to piano accompaniment. What threatened to be a dismal entertainment turned out a howling success through the clever performance of a master comedian.

Three games of hockey were scheduled for the fall season, the game with Fredericksburg falling early in December. By a score of 6 to 3 Harrisonburg lost her opening game at Westhampton College on November 7. In spite of a drizzling rain and a slippery field, both teams played well and fought hard. In the contest with Shepherds College, of Shepherdstown, West Virginia, played here November 21, Harrisonburg outclassed her opponent, winning by the decisive score of 13 to 0. The inter-class basketball championship was finally settled on November 14 when the Sophomores defeated the Freshmen 21 to 18 in a hard-fought nip-and-tuck sort of battle that stirred its dullest spectator. The Sophomore victory was surely due to excellent playing and not to the fact that the class officers chose Friday the thirteenth, as the date for entertaining their honorary members, Miss Kreiner and Mr. Logan, at the Blue Bird Tea Room.

Children's Book Week, November 8 to 14, and American Education Week, November 15 to 21, were both observed in assembly programs. Miss Mary E. Cornell, principal of the Keister School, read a number of the poems which the smaller children especially enjoy, and Madeline Whitlock sang some of Milne's verses from "When We Were Very Young." On the same program Julia Reynolds delighted everyone with a very natural reading of Uncle Remus stories. Superintendent W. H. Keister of



the city schools spoke on Monday during Education Week; Dean W. J. Gifford outlined briefly America's progress in education; Friday Captain John Paul, a Harrisonburg attorney, spoke on the essentials of citizenship and education. With Betty Everett as Priscilla, Mary Phillips as the Dame, Alice Walker as John Alden, and Virginia Jackson as the gallant Miles Standish, a dramatization of "The Courtship of Miles Standish" was given by the Primary-Kindergarten Club in chapel the Wednesday before Thanksgiving.

"The best party of the year" was the general comment on the Y. W. C. A. Trip Around the World, circumnavigation having been effected in the gymnasium the evening of Friday the Thirteenth. The center of the gym floor served as the ship's deck where passengers lightly danced the hours away. Foreign strands visited were Scotland, France, Spain, Arabia, and Hawaii. A study of the World Court is being conducted by the World Fellowship Committee of the Y. W. C. A. Pamphlets giving information on various phases of the court have been placed on a special table in the library; talks have been given concerning the court; and on November 19 Mr. J. N. McIlwraith addressed the weekly meeting of the Y. W. C. A., explaining the pur-

poses and significance of the World Court.

More than one hundred dollars was secured in the Red Cross drive during November. Nancy Mosher was chairman of the campus committee.

Lorraine Gentis of Norfolk and Annie Younger of Lynchburg, both sophomores, have been elected to membership in the Pi Kappa Omega Society. President S. P. Duke has been chosen as an honorary member.

#### OUR CONTRIBUTORS

JAMES C. JOHNSTON is head of the department of physical sciences in the State Teachers College at Harrisonburg. An interest in biography has long been one of his hobbies.

ELIZABETH P. COX, now a teacher of sixth and seventh grades at Earlsyville, completed last June the two-year course at Harrisonburg. Teaching under the supervision of Miss Pamela Ish in the Training School, Miss Cox directed the fourth grade in this study of Virginia cities, and prepared the preliminary draft of the unit.

PAMELIA ISH is supervisor of the fourth grade in the Harrisonburg Training School, now on leave to complete her bachelor's degree in the College.

MYRTLE L. WILSON is a member of the Home Economics department at Harrisonburg. Miss Wilson has just returned from a year's leave of absence during which she did graduate work in Teachers College, Columbia University.

VIRGINIA HARNSBERGER, college librarian, and DEAN W. J. GIFFORD are known to all readers of THE VIRGINIA TEACHER.

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